

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Chamberlain School District
Accountability Review - Monitoring Report 2011-2012

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Dates of On Site Visit: October 7, 8, 2011

Date of Report: November 17, 2011

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:30:04. Prior notice and parent consent. Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents. If the notice described in this section relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requests parent consent.

24:05:30:05. Content of notice.

The notice must include a description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Prior notices for IEP meetings were not correctly completed.

Student:	Required Action:	Data To Be Submitted:
Students #1, # 3: no prior notice could be found for an IEP meeting.	The areas listed can't be corrected, so the following information will be provided by the district to ensure correct content of the prior notices will be achieved. The district will have an in-service on completing the prior notice. The district will develop specific policy, practice and procedures to ensure prior notices for evaluation have correct content and are completed correctly.	Submit the date of the in-service and those attending. Send a copy of the district's policy, practice and procedures to ensure all prior notices have been completed to provide parents with accurate information.
Students #2, #6, #27: prior notice did not list the attendees that	Same as above.	

would be at the IEP meeting.		
Timeline for Completion: December 20, 2011		
Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.		
Required Action: All IEPs will be written to reflect appropriate services for each student.		
Data To Be Submitted: Documentation submitted for General Supervision #2 will be used to verify correction to this finding.		
Target Date for Completion: May 1, 2012		

2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

(3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:

(3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:

(6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;

(6) The projected date for the beginning of the services and modification described in this section and the anticipated frequency, location, and duration of those services and modifications;

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Specific services are not broken down for all students.

Student:	Required Action:	Data To Be Submitted:
Student #3: Services only stated language arts Students #1, #6, #7, #27: Services stated Special Education only not specific services related to the disability.	The IEP team will meet and determine services for each of these students. The description of services will reflect each of the areas the student was determined to be eligible. Each area listed under the description of services will be linked to a goal which reflects a need identified through evaluation.	The district will submit a copy of the IEP and correct description of services for students 1, 3, 6,7,27.
Timeline for Completion: December 15, 2011		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action:

The district must determine areas of eligibility and the description of services must reflect each of the areas.

Data To Be Submitted:

Each special education teacher will submit the following:

1. The prior notice for IEP meeting
2. Copy of IEP

Target Date for Completion: May 1, 2012

All non-compliance must be corrected within 1 year of this report date.

Date:

Status Report:

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Indicator 1: Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma. Indicator has 1 year data lag.

State Target 83% or above

District Rate: 83.33 Could not be reported due to minimum N, but district concern with graduation and drop outs in all sub categories makes this an area that is being addressed _____

District Response:

The district has implemented several strategies to assist students with completion of required courses for graduation and to help keep them in school. There are several Saturday schools offered throughout the year when students can attend to catch up on work or receive assistance. These days are supervised by certified teachers. A study assist program is in place within the regular education classes and special education classes. This program is a smaller study hall in which students must provide information to the study hall teacher on a weekly basis for assignments that are due. The study hall teacher assists with organizing and helping keep students up to date. During the 2011-12 school year, the Chamberlain School District is receiving in-service on and implementing the ICU program. This program is designed to change the culture of the school to all assignments are completed at all times. All of the schools are implementing an ICU list that is available to everyone to keep track of students.

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8

State Target 69% or higher

District Rate: 31.15%

District Response:

The district is implementing a program to work with students who are identified by their teachers as needing added reading instruction. The CORE reading assessment and DIBELS assessments are used to assist in identifying them and also determining areas of need. After the students are identified, interventions are implemented at several levels. Individual classroom teachers implement extra instruction time within their classroom, Title 1 services are utilized and special education paras have been given in-service on using the Road to Reading program. Open times within their schedules were then utilized to provide students with added reading instruction. Classroom teachers and special education teachers work together with groups of students during Guided Reading times. Data retreats are utilized to identify weak standards and students who are not meeting proficiency. As part of the retreat the groups work together to develop strategies to assist in increasing the understanding of the weak standards.

